

The Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 122†

L<sub>4</sub>

( January to March, 1932.  
April to July, 1932, overseas. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM IV. (A & B).

(Ages 13 to 15).

PUPILS' NAMES.....

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#### Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

A & B *Old Testament History*,\* by J. M. Hardwick and H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. 9-100, with introduction and appendices. *St. John's Gospel*\* with Commentary by Bishop Walsham How (S.P.C.K., 9d.), chapters 1-7. *The Saviour of the World*,\* Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible passages from the index.

For reference: *Helps to the Study of the Bible* (Oxford Press, new edition, 8/6). Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. Philip's *Handy Scripture Atlas*\* (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*).

† The 122nd term of work set since the Parents' Union School began.

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19 Old Queen Street, London, S.W. 1, (2/6 a year); or, *Lectiones, 1932* (Spottiswoode, 1d.). *St. John's Gospel in French* (Bible Society, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). *Kinglake's Eothen* (Dent, 2/-). *The Pilgrim's Progress*, Part I. (Oxford Press, 3/6, or, Nelson, 1/3). *Dutch Agnes* (Heinemann, 6/-). *Her Valentine*, by W. G. Collingwood (Heinemann, 6/-). *Pioneering for Peace* (League of Nations), by Hebe Spaul (Sheldon Press, 2/-), pp. 76-162.

Sunday Occupations: A Book of Centuries (see under General History). Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

#### Writing.

Choose and transcribe passages from (a), the poets set, and, (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used for reference.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see under *Our Work* in the January *Parents' Review*).

#### English Grammar. (See N.B. 4.)

- Parse and analyse each week from books of poetry and prose, making progress each term.
- A *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 23-41 and 132-151 (with suitable exercises from the end of the book).
- B *A New Junior English Grammar*,\* by Morgan and Treble (Murray, 2/-), pp. 123-139, with additional exercises 1/9), pp. 78-82.

#### Literature. (See N.B. 1.)

A & B *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 305-318, and 356-395. *Shakespeare's Twelfth Night*\* (Blackie, Plain-text, 6d.). Scott's *The Fortunes of Nigel*\* (Nelson, 1/8). Milton's *Poems*\* (Oxford Press, 3/6, or *Comus and Minor Poems*\* only, 9d.).

Read poetry daily.

*Shakespeare to Hardy, An Anthology of English Lyrics*\* (Methuen, 1930 Edition, 3/6).

*A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### English History.

A & B *A History of England*,\* by Cyril Robinson, Vol. II. (Methuen, 3/6), pp. 116-187 (1625-1660); or, IV.B only, use Arnold-Forster's *A History of England*\* (Cassell, 8/6), pp. 394-398 and 428-494 (1587-1649).

Make summaries of events and dates, and begin a chart of the 17th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (Times Office direct 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part V. (17th Century), (Batsford, 3/-). *History Charts* (P.N.E.U. Office, 6d.).

#### General History.

A (*Medieval and Modern Times*,\* by J. H. Robinson (Ginn & Co., 10/6), continued next term.) *Hellas the Forerunner*,\* Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 106-153. *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 74-139 (omitting set questions).

B *Hellas the Forerunner*,\* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 65-99. *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (G.L.S.L, 2/-), pp. 126-166.

A & B Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-, and Postcards; see catalogue to be had from the Museum. Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

#### Citizenship.

A & B *Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 24-47. North's *Plutarch's Lives: Pompey*\* (Blackie, 10d.), pp. 64-123. Ruskin's *Sesame and Lilies*\* (Allen, 2/-), Preface and Lectures I. and II.

*A Dictionary of Classical Names for English Readers*, by W. T. Jeffcott (Macmillan, 2/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

**Geography<sup>1</sup>**

- Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration. Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.
- A & B *Ambleside Geography Book V.*,\* 1931 edition, (Kegan Paul, 5/-), pp. 21-85 (Asia Minor, Arabia, Persia, India).
- A Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 317-360. Some account of the physiography of your neighbourhood.
- B Geikie's *Physical Geography Primer*\* (Macmillan, 1/9), pp. 1-46.
- A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.
- Philip's *Modern School Atlas of Physical, Political and Commercial Geography*, (1929 edition, 7/6). Teacher will find useful *Outdoor Geography*, by H. Hatch (Blackie, 2/6).

**Natural History, Botany and Geology.<sup>1</sup>**

- A & B *Elementary Studies in Plant Life*,\* by F. E. Fritsch and E. J. Salisbury (Bell, 3/6), pp. 42-74.
- A *The Elements of Geology*,\* by M. A. Johnstone (Nelson, 3/6), pp. 18-57, with a good map of the British Isles; some account of the geology of your own neighbourhood.
- B *Winnings in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 1-64.
- A & B Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.

For out-door work, some special study suitable to season and climate.

See *Nature Rambles*, Vol. I: *Winter to Spring*; also *Nature in the Garden*, Vol. I, both by Edward Step, F.L.S. (Warne, 2/6 each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may be used.

**General Science, Physiology.**

- A *The Stars in Their Courses*,\* by Sir J. Jeans (Cambridge Press, 5/-), pp. 49-99.
- B *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 7-53.
- A & B *Physiology for Girls*,\* by M. A. Johnstone (Blackie, 3/-), pp. 1-46.

**French.<sup>2</sup> (See N.B. 4.)**

*L'Enseignement Littéraire du Français*,\* by J. Molmy, Vol. I (Hachette, 2/6), (A), lessons 27-34; (B), lessons 7-12, inclusive. Teacher study preface. Read and narrate *La Bête dans les Neiges*,\* by Francisque Parn (Nelson, 2/-), pp. 1-56. Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set). Read from a French Gospel (see under Bible Lessons).

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

**Latin. (See N.B. 4.)**

- A *Latin Book for Beginners. A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A., (Oxford Press, 3/-), (A), Part II., §§ 59-64; (B), 35-42, inclusive.
- A Virgil's *Aeneid*, Books I-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 57-69.

**German.<sup>2</sup> (See N.B. 4.)**

- A & B *Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 10-12, inclusive. Teacher study preface.
- A For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), Nos. 1-16 (Hercules).

**or, Italian.<sup>2</sup> (See N.B. 4.)**

- A & B *Italian Lessons and Readings*,\* by G. U. Clark (Harrap, 4/6), Lessons 13-15, or continue.
- A For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 17-28 (inclusive). *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.

**Arithmetic. (See N.B. 4.)**

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. Teachers' Books are essential.

*Fundamental Arithmetic*, Pupil's Book V.,\* (University of London Press, 1/1), with Teacher's Book V. (2/3), (A, 1st Term), pp. 60-79; (B, 1st Term), pp. 1-20. *Arithmetical Dictation*, Book V., (U. L. P. 1/3), (A), Exs. 301-320; (B), Exs. 241-261.

Important: to be read in leisure time. *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

**Geometry. (See N.B. 4.)**

- A *Shorter School Geometry*, by H. S. Hall and F. H. Stevens (Macmillan, 4/6), pp. 181-186, 188-201, and revise Section II.; or, continue.

*The School Set of Mathematical Instruments*,\* (P.N.E.U. Office, 1/- or 2/-).

**Algebra. (See N.B. 4.)**

- A *School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 148-153, 169-177, 189, or continue.

**Picture Study and Architecture.**

Study, describe, and draw from memory details of, six reproductions of pictures by Corot\* (P.N.E.U. Office, 2/- the set); see the special notes for teachers' use only in the January *Parents' Review*; also *Home Education and School Education*.

- A *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 1-58.

#### Painting, etc.

Studies of trees in winter, moving figures. Original illustrations (e.g., of nursery rhymes) and simple memory drawings.

Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see *Our Work* in the January *Parents' Review*).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6), *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

#### Music Appreciation.

The work of Brahms; see (a) article, and (b) *Our Work* for suggested records and Gramophone Club notes, in the January *Parents' Review*.

#### Music; Piano, etc.

*Music and its Story*, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Brahms. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

#### Singing and Ear Training.

Three English songs and three French songs.

*The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

*Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 39 and 40 (Curwen, 2/6), with suitable exercises from *The Rapid Sight Reader*, by Arthur Somervell (Boosey, 3d.), e.g., exercises 96-103.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

#### Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 45, 46, 47, 48. Two hymns. A scene from *Twelfth Night*, and two poems from anthology set.

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

*Homer's Odyssey*\* (the Butcher and Lang translation, Macmillan, 4/6), Books 9-12. *Pioneers in Tropical America*, by Sir Harry Johnstone (Blackie, 3/6), pp. 1-98. *The Adventures of Montague*,\* (Blackie, 10d.). *Kim*, by Rudyard Kipling (Macmillan, 6/-).

#### Drill, etc. (Choose new work each term.)

Daily drill, dancing or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. Use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.).

(c) Games: Netball; Lacrosse. *Hints on Coaching Netball*, by B. Stempel (Ling Association, 1/6).

#### Work: Crafts, etc.

Do some definite house or garden work.

Use (1) *Practical Housecraft*; (2) *Housewifery*; (3) *Cookery* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

*Individual Work in Cardboard Modelling, Book II.* by W. N. Matthews (Pitman, 10d.). (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Cooking.

*Catering for the Young*, by D. Morton (Werner Laurie, 2/6).

(c) Sewing: cut out and make a garment, and do some embroidery.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

(d) Knitting: knit a garment.

(e) Basketwork: make three baskets. *Canework*, by C. Crampton (Dryad, 3/6).

or, (e) Boys: make models in woodwork.

*101 Things for a Boy to Make*, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A. **Form IV.B is the old Second Year Form III. See special notice.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/-, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. *One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.* The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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#### FORM IV. (A & B).

PUPILS' NAMES.....

##### Bible Lessons.

I. A & B 1. Give the chief details of the second creation story (Genesis, chapters II. and III.). What lessons may we learn from the story ?

2. "By faith Abraham . . . went out not knowing whither he went." Mention other events in Abraham's life to which his faith also applied, and describe shortly the mission of Abraham's servant to Mesopotamia.

A 3. What ideas about God and His working are set forth for us in the story of the six days of creation ?

II. A & B 1. "There was a man sent from God whose name was John. The same came for a witness." Give an account of John's witness to Christ on two occasions.

2. To whom did our Lord give His teaching on (a), "the new birth"; (b), "the water of life"; (c), "the bread of life"? Describe the whole occasion in **one** instance, and say what lessons we may learn.

A 3. "In the beginning." Compare and contrast the use of these words (a), in Genesis, (b), in St. John's Gospel.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).

*The Fortunes of Nigel*, chapter I., § 5, "The shop . . . science."

**Composition.**

1. Write a conversation between two of the following,—  
(a), "Malvolio" and "Richie Moniphiles," (b), Dr. Diego Alvarez Chanea and Kinglake, (c), the lama in *Kim* and "Christian," (d), Pompey and Montluc.
2. Some verses, which must scan, of **one** of the following,—  
(a), "Kim," (b), "Circe," (c), "The Joys of Hearing," (d), "Sunshine."

**English Grammar.**

- A & B 1. Analyse the following, and parse the words in italics,—

"This Hermit *good* lives in *that* wood  
Which *slopes* down to the *sea*.  
*How* loudly his sweet *voice* he rears!  
He loves to talk with *marineres*  
That come *from* a *far* countree."

- A 2. Write notes on the formation of tenses, and show by examples the richness of the English language in comparison with French and Latin.
3. Give examples of, and write notes on, three (a), disguised words, (b), words of recent origin, (c), words derived from proper nouns.
- B 2. Show, giving examples, the distinction between an adverbial clause and an adverbial phrase. How would you deal with each in analysing them?
3. Pick out and parse fully the relative pronouns on p. 90, *Ambleside Geography Book V.*

**Literature.** (Answer three questions only.)

- A & B 1. Give a character sketch of **one** of the following,—(a), "Malvolio," (b), "Maria," (c), "Viola," quoting lines where you can.
2. Give shortly the story of *Comus*, quoting favourite lines where you can.
3. Mention three scenes in *The Fortunes of Nigel* which throw light upon the history of the period, and describe one of them.
4. Give a brief account of (a), Ben Jonson and his work, or, (b), the early life of Milton.

**English History.** (Answer three questions only.)

- A & B 1. What do you know of (a), the difficulties which James I. had to face on coming to the throne, (b), his doctrine of "divine right," and some of its consequences? Dates.
2. Describe the King's (Charles I.) gradual decline from constitutional government, and give the chief clauses of the Petition of Right. Dates.
3. Describe the help given to Charles I. in his autocratic government by (a), Strafford, (b), Laud.
4. Give some account of the course of the Civil War. Dates.
5. Write a short account of Cromwell, his character and his growth in power.

**General History.**

- A 1. Describe the part taken in the Sicilian expedition by (a), Alkibiades, and (b), Nikias.
2. Give an account of the Feudal Age of the great Nile people.
- B 1. What do you know about (a), the earliest "tyrants" in Hellas, or, (b), Peisistratus?
2. Write a short account of (a), Ala-ud-din, or, (b), Tamerlane.

**Citizenship.**

- A & B 1. Give examples to show (a), how we may walk in the pleasant places of Science and History, and (b), why we must take imagination with us. What dangers sometimes stand in our way?
2. Give some account of Pompey (a), when "the plenty he brought came like a lively spring that dispersed itself through Italy"; or, (b), "when he made friendly countenance under Cato and thanked him," or, (c), when "he fell into such pride and glorious conceit of himself."
3. Give some of Mr. Ruskin's thoughts about the opening of the doors of King's Treasuries. Show in what respect the Prince of Wales' Call to Service illustrates Mr. Ruskin's teaching.

**Geography.**

- A & B 1. Draw a sketch map of India, putting in the principal features, physical and political. Describe the Deccan.
2. "The two barren countries of Afghanistan and Baluchistan are of great importance in the political geography of Asia." Explain this, and write what you know of the two countries.
- A 3. "The effects of time on rocks are evident in more ways than one." Explain, with diagrams, giving examples from your own observation.
- B 3. Describe the formation of (a), dew, (b), mist, (c), clouds.

**Natural History.**

- A & B 1. Distinguish between the following,—(a), bulb, (b), corm, (c), rhizome, (d), rootstock. Draw examples of each, and write fully upon **one** of them.
2. Write notes, as from your Nature Note-book, on the special study you have made this term.
- A 3. Mention some of the different ways in which fossils may be formed. Describe, with drawings, some of the fossils found in the Cambrian rocks.
- B 3. Describe, with diagrams, two of the descendants of the ancient fishes of the seas of ages long ago.

#### General Science.

- A 1. Write a short account of the work astronomers are doing in (a), discovering the climates of the different planets, or, (b), the weighing and measuring of stars.
- B 1. What three tests can we apply to prove the presence of matter? Examples. Give instances to show that sight tells us most of the behaviour of matter.
- A & B 2. What do you know about (a), the structure of muscle, (b), the way muscle acts? What is our duty towards our muscles?

#### French.

- A 1. Translate into French: *L'Enseignement Littéraire*, p. 95, "On a certain summer day . . . distant horizon." What tense have you used, and why?
2. Write notes in French on the following, and give two examples of each in sentences,—*le participe présent*, *le gérondif*, *le participe passé*.
- B 1. Write in French a short account of a walk before sunrise in the spring.
2. Use each of the following verbs in a sentence, varying the tenses and persons,—*appeler*, *mener*, *manger*, *essuyer*, *lancer*, *jeter*.
- A & B 3. Write in French an account of a journey, or an exciting adventure, in Northern Canada. (*La Bête dans les Neiges*.)

#### Latin.

- A 1. Translate: (1) The general must capture the city. (2) The boys came to the shore for the purpose of seeing the dolphin. (3) They feared that the enemy would send arrows upon the cohorts.
2. (i.) *A Latin Book for Beginners*, Part II., § 61, translate lines 20-29, "Vestitus . . . prætermissa." (ii.) Read again the Latin of (i.) then write a narration in Latin.
3. (i.) Virgil's *Aeneid* (Freeman), pages 62 and 63, translate lines 533 to 539, "Hic Priamus . . . vultus." (ii.) Why are *curet* and *reddant* subjunctive?
- B 1. (i.) Write the Latin for 20, 50, 80, 700, 30th. (ii.) Write the Perfect Subjunctive of "capio" and the Pluperfect Subjunctive of "sum."
2. Translate: (1) The enemy threw so many arrows that the soldiers started-to-desert the town. (2) Scipio conquered Hannibal in 201 B.C. (3) Horatius was so brave that many have told this story.
3. (i.) *A Latin Book for Beginners*, Part II., § 39, translate lines 26 to 34, "Duos . . . venire." (ii.) Read again the Latin of (i.) then write a narration in Latin.

#### German.

- A & B 1. Translate Exercise IV., page 177, sentences 10-20.
2. Use in sentences the first person singular, perfect tense, of *werfen*, *sehen*, *schreiben*, *sagen*, *geben*.
3. Translate into German page 176, V.

#### or, Italian.

- A & B 1. Translate into Italian, Exercise B, page 56, sentences 1-10 (Clark).
2. Translate into English and retranslate into Italian "A Sicilian Story," page 82.
3. Make sentences, using the following adjectives in the feminine plural,—*bello*, *bianco*, *alto*, *povero*, *piccolo*.

#### Arithmetic.

- A 1. A sovereign can now be sold for 27/7. What is the gain per cent?
2. How many feet of boarding 6 in. wide will be required for the floor of a hut 25 ft.  $\times$  20 ft? Find the cost at 1½d. per foot length.
3. A man leaves home at 11 a.m., and walks at a steady pace of 4 miles an hour. His son starts at noon, and cycles at 12 miles an hour to catch him up. Draw a graph representing their movements, and read from it when and where the son overtakes the father.
- B 1. Take 3·42 from 9·54 and subtract the result from 8·32 added to 9·51.
2. If 3·5 metres of cloth cost 26·25 francs, how much will 2·52 decametres cost?
3. Find by factors the H.C.F. and L.C.M. of 30, 63, 375.

#### Geometry.

1. The straight line drawn perpendicular to the radius of a circle at its extremity is a tangent to the circle.
2. AB, BC, are equal chords of a circle. Show that the tangent at B is parallel to AC.
3. If a parallelogram and a triangle stand on the same base and between the same parallels, the area of the parallelogram is double that of the triangle.

#### Algebra.

1. Factorise: (1)  $4f^2 - 9g^2$ .  
(2)  $36x^2 + 60x + 25$ .  
(3)  $25l^2 + 40lm + 16m^2$ .
2. By the use of factors find the product of:  
(1)  $a - b + c - d$ ,  $a - b - c + d$ .  
(2)  $x - 4$ ,  $x + 4$ ,  $x^2 - 4x + 16$ ,  $x^2 + 4x + 16$ .
3. If 4 ducks and 2 rabbits cost 17s. 6d., 2 chickens and 3 ducks cost 17s. 3d., 3 rabbits and 1 chicken cost 6s. 9d., find the price of each.

**Picture Study and Architecture.**

1. Describe "The Cornfield," by Corot.
2. Describe (a), briefly, the architectural discoveries at (i.) Crete, (ii.) Mycenae, and (iii.) Tiryns, or, (b), the Parthenon. Drawings.

Drawing (with brush and in colour).

1. Figures on a windy day.
2. An illustration for (a), "April brings the primrose sweet," or, (b), *Kim*, or, (c), *Twelfth Night*.

**Music Appreciation.**

What music by Brahms have you heard this term? Write what you can about any one of the compositions.

**Recitations \***

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

**Reading.\***

Father to choose a poem, and a leading article from a newspaper.

**Music.\***

Examine in work done.

**Singing.\***

Father to choose an English, a French, and a German song, and three exercises.

**Drill.\***

Report progress.

**Work.\***

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Thursday, March 17th, or Monday, March 28th. The examination should last a full school week. Papers to be posted on March 24th or April 2nd, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.**

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—**MEMBERS OVERSEAS** may send in examinations at the end of *any two* of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.